

## GRADE 6

### *Peoples, Places and Cultures in Europe and the Americas*

*Students in Grade 6 study the regions and countries of Europe and the Americas, including geographical, historical, economic, political and cultural relationships. The areas emphasized are Europe and North and South America, including Central America and the Caribbean.*

*The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 6 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation in a democratic society, including the examination of Individuals, Society and Culture, are integrated throughout. Specific terms are defined and examples are provided when necessary.*

#### **Standard 1 — History**

Students will explore the key historic movements, events and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

#### **Standard 2 — Civics and Government**

Students will compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems.

#### **Standard 3 — Geography**

Students will identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries and cities of Europe and the Western Hemisphere.

#### **Standard 4 — Economics**

Students will examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.

## **Standard 1**

### **History**

*Students will explore the key historic movements, events and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.*

#### **Historical Knowledge**

*Early and Classical Civilizations: 1900 B.C. /B.C.E to 700 A.D. /C.E.*

- 6.1.1 Describe the rise; the political, technological and cultural achievements; and the decline of ancient civilizations in Europe and Mesoamerica\*. (Individuals, Society and Culture)

**Example:** Greek, Roman, Mayan and Olmec civilizations

- 6.1.2 Describe and compare the beliefs, the spread and the influence of religions throughout Europe and Mesoamerica. (Individuals, Society and Culture)

**Example:** Judaism, Christianity, Islam and native practices in Mesoamerica and Europe

*Medieval Period: 400 A.D./C.E. – 1500 A.D./C.E.*

- 6.1.3 Explain the continuation and contributions of the Eastern Roman Empire after the fall of the Western Roman Empire.

**Example:** Influence on the spread of Christianity in Russia and Eastern Europe

- 6.1.4 Describe and explain the development and organization of political, cultural, social and economic systems in Europe and the Americas. (Individuals, Society and Culture)

**Example:** Feudal system, manorial system, rise of kingdoms and empires, slavery, and religious institutions

- 6.1.5 Analyze the diverse points of view and interests of those involved in the Crusades and give examples of the changes brought about by the Crusades.

**Example:** Increased contact between European and non-European peoples, changes in technology, and centralization of political and military power

- 6.1.6 Examine the importance of trade routes and trace the rise of cultural centers and trade cities in Europe and Mesoamerica.

**Example:** Florence, Genoa, Venice, Naples, Tenochtitlan, Machu Pichu and Teotihuacan

6.1.7 Explain the effects of the Black Death, or bubonic plague, along with economic, environmental and social factors that led to the decline of medieval\* society.

6.1.8 Compare the diverse perspectives, ideas, interests and people that brought about the Renaissance in Europe. (Individuals, Society and Culture)

**Example:** Ideas: the importance of the individual, scientific inquiry based on observation and experimentation, interest in Greek and Roman thought, and new approaches in the fine arts and literature; People: Leonardo da Vinci, Michelangelo, Nicholas Copernicus, William Shakespeare and Galileo Galilei

6.1.9 Analyze the interconnections of people, places and events in the economic, scientific and cultural exchanges of the European Renaissance that led to the Scientific Revolution, voyages of discovery and imperial conquest. (Individuals, Society and Culture)

\* Mesoamerica: the area of Mexico and Central America where early civilizations were located

#### *Early Modern Era: 1500 to 1800*

6.1.10 Examine and explain the outcomes of European colonization on the Americas and the rest of the world. (Individuals, Society and Culture)

**Example:** The defeat of the Aztec and Incan empires by the Spanish, the rise of trading empires, Columbian exchange and slavery

6.1.11 Compare Spanish and Portuguese colonies in Mexico and South America with French and British colonies in North America.

6.1.12 Describe the Reformations and their effects on European and American society. (Individuals, Society and Culture)

**Example:** Missionary activities, the rise of Calvinism and Lutheranism, Henry VIII's break with Parliament and the Catholic Church, the principle of separation of church and state, Papal reform, and the Council of Trent

6.1.13 Explain the origin and spread of scientific, political, and social ideals associated with the Age of Enlightenment. (Individuals, Society and Culture)

**Example:** The American and French Revolutions and the spread of democratic ideals, and the Scientific Revolution

6.1.14 Describe the origins, developments and innovations of the Industrial Revolution and explain the changes it brought about. (Individuals, Society and Culture)

**Example:** Steam engine, factory system, urbanization, changing role of women and child labor

*Modern Era: 1700 to the present*

6.1.15 Describe the impact of industrialization\* and urbanization\* on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world. (Individuals, Society and Culture)

6.1.16 Trace the individuals, beliefs and events that represent various political ideologies during the nineteenth and twentieth centuries. (Individuals, Society and Culture)

**Example:** Liberalism\*, conservatism\*, nationalism\*, socialism\*, communism\*, fascism\* and popular sovereignty\*

6.1.17 Compare the opportunities and dangers related to the development of a highly technological society.

**Example:** Atomic energy, computers and environmental change

- \* industrialization: the growth of machine production and the factory system; the process of introducing manufacturing into countries or regions where most people are engaged in primary economic activities
- \* urbanization: a process in which there is an increase in the percentage of people living and working in urban places as compared to rural places
- \* liberalism: a theory of government that pertains to individuals' personal and private rights to liberty
- \* conservatism: a philosophy based on gradual development, tradition and social stability, and maintaining established institutions and customs
- \* nationalism: the belief that groups of people are bound together by cultural, ethnic and territorial links
- \* socialism: an economic and political system based on government control of all businesses, lands and natural resources
- \* communism: a theoretical economic and political system where property is collectively owned and society is organized for the benefit of all its members
- \* fascism: a totalitarian form of government that promotes a form of nationalism in which the goals of the nation are more important than those of the individual. Nazism, a German form of fascism, considered Jews to be the greatest threat to the nation.
- \* popular sovereignty: governing power belongs to all the people and is a synonym for democracy, but it emphasizes the belief that everyone is politically equal

**Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research**

6.1.18 Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas. (Individuals, Society and Culture)

- 6.1.19 Define and use the terms *decade*, *century*, and *millennium*, and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based.
- 6.1.20 Recognize historical perspectives in fiction and nonfiction by identifying the historical context in which events unfolded and by avoiding evaluation of the past solely in terms of present-day norms.
- Example:** Read accounts from books and Web repositories about the travels of Marco Polo, considering perspectives on the geography of the world during his time.
- 6.1.21 Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history. (Individuals, Society and Culture)
- Example:** The decline of Greek city-states and the destruction of the Aztecs
- 6.1.22 Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.
- 6.1.23 Form research questions and use a variety of information resources\* to obtain, evaluate and present data on people, cultures and developments in Europe and the Americas. (Individuals, Society and Culture)
- Example:** Collect data and create maps, graphs or spreadsheets showing the impact of immigration patterns in Canada, the Chernobyl nuclear disaster on Russia and access to health care in the European Union (EU).
- 6.1.24 Identify issues related to an historical event in Europe or the Americas and give basic arguments for and against that issue utilizing the perspectives, interests and values of those involved.
- Example:** The role of women as property owners in medieval society, slave trade in Europe and the decline of the Mayan civilization
- \* anthropology: the study of human beings; there are four major fields of anthropology: cultural anthropology, forensic anthropology, linguistics and archeology
  - \* archeology: a branch of anthropology which studies past cultures through the things that remain, such as buildings, tools or pottery
  - \* information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

## Standard 2

### Civics and Government

*Students will compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems.*

### **Foundations of Government**

- 6.2.1 Identify and compare major forms of historical and contemporary governments in Europe and the Americas.

**Example:** Greek democracies, Roman Republic, Aztec monarchy, parliamentary government, U.S. Republic and totalitarianism

- 6.2.2 Explain how elements of Greek direct democracy and Roman representative democracy are present in modern systems of government.

- 6.2.3 Examine key ideas of Magna Carta (1215), the Petition of Right (1628), and the English Bill of Rights (1689) as documents to place limits on the English monarchy.

- 6.2.4 Define the term nation-state\* and describe the rise of nation-states headed by monarchs in Europe from 1500 to 1700.

\* nation-state: a political entity that claims the right to rule over a defined territory and jurisdiction over everyone within it based on the belief (false assumptions) that this territory belongs to a nation

### **Functions of Government**

- 6.2.5 Describe how major forms of government in Europe and the Americas protect or protected citizens and their civil and human rights.

**Example:** Use a variety of information resources\* to compare the constitutional governments of the United States with that of Canada or the United Kingdom.

- 6.2.6 Identify the functions of international political organizations in the world today.

**Example:** Examine the functions of the Organization of American States (OAS), the World Court, North Atlantic Treaty Organization (NATO) and the United Nations (UN).

\* information resources: print media, such as books, magazines and newspapers; electronic media such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

### **Roles of Citizens**

- 6.2.7 Define and compare citizenship and the citizen's role in selected countries of Europe and the Americas.

**Example:** Compare methods of voting; participation in voluntary organizations of civil society; and participation in the government in Great Britain, Russia, Brazil, Mexico and Canada.

### **Standard 3 Geography**

*Students will identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries and cities of Europe and the Western Hemisphere.*

#### **The World in Spatial Terms**

6.3.1 Identify and locate on maps the countries and capitals of Europe and the Americas such as Great Britain, Russia, Mexico, Canada and Brazil.

6.3.2 Use latitude and longitude to locate the capital cities of Europe and the Americas and describe the uses of locational technology, such as Global Positioning Systems (GPS)\* to distinguish absolute and relative location and to describe Earth's surfaces.

\* Global Positioning Systems (GPS): a system of satellites and ground stations used to locate precise points on the surface of Earth

#### **Places and Regions**

6.3.3 Describe and compare major physical characteristics\* of regions in Europe and the Americas.

**Example:** The Alps in Western Europe, the fjords in Northern Europe, the Volga River in Eastern Europe, the Canadian Rockies in North America, and the Andes Mountains and Amazon River in South America

6.3.4 Describe and compare major cultural characteristics\* of regions in Europe and the Western Hemisphere.

**Example:** Portuguese language, Futebol and Carnival in Brazil, bilingualism, the celebration of the Queen's birthday, and recognition of aboriginal values and cultures in Canada, and Russian language and architecture

\* physical characteristics: natural features, such as land and water forms, climate, natural vegetation and native wildlife

\* cultural characteristics: learned behavior of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods such as food, clothing, buildings, tools and machines

#### **Physical Systems**

6.3.5 Give examples and describe the formation of important river deltas, mountains and bodies of water in Europe and the Americas.

**Example:** Volga River, Canadian Rockies, Sierra Madre Mountains and Lochs in Scotland

6.3.6 Explain how ocean currents and winds influence climate differences on Europe and the Americas.

6.3.7 Locate and describe the climate regions of Europe and the Americas and explain how and why they differ.

**Example:** Gulf Stream and North Atlantic Current

6.3.8 Identify major biomes\* of Europe and the Americas and explain how these are influenced by climate.

**Example:** Rainforests of Brazil, Canadian low Arctic tundra, Mexican woodlands and temperate forests of Russia

\* biomes: major ecological communities, such as rainforest, desert grassland

## **Human Systems**

6.3.9 Identify current patterns of population distribution and growth in Europe and the Americas using a variety of geographic representations such as maps, charts, graphs, and satellite images and aerial photography.

**Example:** Rural and urban areas of Brazil, Canada, Mexico, Russia and Great Britain

6.3.10 Explain that cultures change in three ways: cultural diffusion\*, invention\* and innovation\*. (Individuals, Society and Culture)

6.3.11 Define the terms anthropology\* and archeology\* and explain how these fields contribute to our understanding of societies in the present and the past. (Individuals, Society and Culture)

\* cultural diffusion: the spread of ideas from one culture to another

\* invention: a new idea about how something can be made or done

\* innovation: an improvement in a culture's technology

\* anthropology: the study of human beings; there are four major fields of anthropology: cultural anthropology, forensic anthropology, linguistics and archeology

\* archeology: a branch of anthropology which studies past cultures through the things that remain, such as buildings, tools or pottery

## **Environment and Society**

6.3.12 Compare the distribution of natural gas, oil, forests, uranium, minerals, coal, seafood and water in countries such as Brazil, Mexico, Canada, Great Britain and Russia.

- 6.3.13 Explain the impact of humans on the physical environment in Europe and the Americas.
- 6.3.14 Explain and give examples of how nature has impacted the physical environment and human populations in specific areas of Europe and the Americas.

**Example:** Hurricanes, earthquakes, floods and drought

## **Standard 4**

### **Economics**

*Students will examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.*

- 6.4.1 Give examples of how trade related to key developments in the history of Europe and the Americas.

**Example:** The growth of trading towns and cities in medieval Europe led to money economies, competition to expand world trade led to European voyages of trade and exploration, and Olmec trade in Mesoamerica led to colonization and the diffusion of art.

- 6.4.2 Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods.

**Example:** Increased production and consumption and lower prices

- 6.4.3 Explain why international trade requires a system for exchanging currency between various countries.

- 6.4.4 Describe how different economic systems\* (traditional\*, command\*, market\* and mixed\*) in Europe and the Americas answer the basic economic questions on what to produce, how to produce and for whom to produce.

- 6.4.5 Explain how financial institutions (banks, credit unions and stocks-and-bonds markets) channel funds from savers to borrowers and investors.

- 6.4.6 Compare the standard of living of various countries of Europe and the Americas today using Gross Domestic Product\* (GDP) per capita as an indicator.

- 6.4.7 Analyze current economic issues in the countries of Europe or the Americas using a variety of information resources\*.

**Example:** Use information sources such as digital newspapers, the Internet and podcasts to examine changes in energy prices and consumption, exchange rates and currency values.

6.4.8 Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.

6.4.9 Identify situations in which the actions of consumers and producers in Europe or the Americas create helpful spillovers\* or harmful spillovers to people inside a country who are not directly involved in the consumption or production of a product.

**Example:** A helpful spillover might be education. The education an individual person receives is beneficial to everyone in society. An example of a harmful spillover is pollution put into a stream. The pollution affects people downstream who do not benefit from the production or consumption of the product that caused the pollution.

6.4.10 Explain how saving and investing help increase productivity and economic growth and compare and contrast individual saving and investing options.

**Example:** Savings accounts, certificates of deposit and stocks

- \* economic systems: ways that people allocate economic resources, goods and services
- \* traditional economy: an economy in which resources are allocated based on custom and tradition
- \* command economy: an economy in which resources are allocated by the government or other central authority
- \* market economy: an economy in which resources are allocated by individuals
- \* mixed economy: an economy in which resources are allocated by some combination of traditional, command or market systems
- \* Gross Domestic Product (GDP): the value of all goods and services produced in a country in a year
- \* information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations
- \* spillover: the impact of an activity (positive or negative) on the well-being of a third party